

## **Public Library Accreditation and Community Needs Workshops 2019**

- **Demonstration of the online Accreditation Application Form**
- **Community Needs vs. Library Needs** – Is there a difference?
  - Hartford, CT article
- **Community Needs Response Planning Resources**
  - The 7 Elements
  - The 12-Step Planning Process
  - Worksheet 1 – Plan to Plan
    - How-To Guide – The Planning Team
  - Worksheet 2 – Community Profile
    - American Factfinder/data.census.gov
    - Statewide Figures for Comparison to Local Figures
    - Other Possible Sources of Information –Quality of Life Surveys
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    - Sample Community Questions
    - Analysis of Needs Identified in 59 Nebraska Library Strategic Plans
  - Worksheet 4 – Take Stock
    - Internal – SW
    - External – OT

} SWOT Analysis
  - How-To Guide – Mission Statement
  - Worksheet 5 – Develop Goals & Objectives for each Community Need
    - How To Write Smart Goals
  - Worksheet 6 – Evaluation
    - “What difference will this make?”
  - Community Needs Response Plan Examples
    - Ponca Carnegie Library
    - Lied Winside Public Library
- **Your Questions**

# Hartford Public Library Builds, Strengthens Community–Police Relationships

By [Alison Marcotte](#) | August 3, 2015



Richard Frieder (standing), community engagement director at Hartford Public Library, facilitates a community dialogue among neighborhood residents and Hartford police officers on the topic of community violence and public safety. The dialogue took place in June 2015 at Hartford Public Library's Barbour Street branch. (Photo: Judy Wyman Kelly)

**F**or [Hartford \(Conn.\) Public Library \(HPL\)](#), block parties and community theater are more than just forms of entertainment. They are potential ways to solve the issue of public safety and build a stronger relationship between residents and the police department.

HPL is one of 10 public libraries in the US that have been participating in ALA's [Libraries Transforming Communities \(LTC\)](#) initiative since April 2014. The initiative, in collaboration with the nonprofit Harwood Institute for Public Innovation, is an 18-month community engagement training program where libraries learn how to address challenges facing their community. ([Read more about LTC in the January/February 2015 issues of \*American Libraries\*.](#))

HPL's community engagement director and project leader Richard Frieder says it's inherent in the mission of public libraries to understand the needs of the community and help residents make their city a better place.

"Libraries have an enormous asset, which is trust. People trust libraries, and public libraries in particular. And that means that they feel comfortable coming to the library and sharing their ideas and concerns and working together with us to help solve problems," Frieder says.



Hartford resident Olusanya Bey talks with Sgt. Steve Austin of the Hartford Police Department before the Hartford Public Library's community dialogue on public safety and community violence in June.

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Through eight community conversations in Hartford's North End neighborhood, HPL found that residents' main concerns were public safety, community violence, and their relationship with the police.

Frieder then led a three-session community dialogue on public safety with police and community members ranging in age from 18 to 87.

During the three sessions, the groups got to know each other; talked about what makes a good neighborhood and what they liked about theirs, what they would like to change, how safe community members feel, and what they believed the residents' and police officers' roles were in making the community safe; and figured out how to take action and solve the problems.

"The residents and the police basically agreed that mainstream media actually exacerbates the problems in the community," Frieder says, referring to TV news and newspapers. "So we're working on getting some mainstream media people to sit down together with the community members and some police officers to talk about how that might be changed, how to get the media to understand the community a little better," Frieder says.

Some of the ideas generated include having the police and the community members participate in more activities and learning experiences together, such as block parties and community theater, where they address these issues.

Frieder said one moment that stuck out to him was at the end of the three sessions, when they asked the participants if there were any surprises in being part of community dialogue.

“And this one guy, who was about 18 years old, said, ‘Well, what really surprised me was that I was heard.’” Frieder says. “In this, he felt that his voice and his opinions and his feelings were heard, and I think that really illustrates the value of doing this kind of thing and the value of the role that the library can play.”

As a part of the LTC initiative, the 10 participating libraries have gotten together on three occasions, most recently at the [ALA Annual Conference and Exhibition](#) in San Francisco in June.

At ALA Annual, Harwood Institute coaches led multiple sessions covering how leaders can engage their communities and create change using specific [tools](#), such as aspirations, intentionality tests, and a “Turn Outward” quiz.

Even though the 18-month project officially ends in October 2015, HPL’s staff hopes to sustain the values and goals they developed.

“We don’t want to just do that project, and then it’s over and we forget it. We very much want to continue to do this work and to instill it into the organizational culture of the library,” Frieder says. “I really think these last months are going to be focused on how to set things up so that we are going to achieve long-term results.” ■

ALISON MARCOTTE is an editorial intern at *American Libraries*.

## **7 Elements of a Community Needs Response Plan**

The Nebraska Public Library Accreditation Guidelines are based on the principle that a good library is a library that is serving the unique needs of its own community. Therefore, the Accreditation Guidelines require that each library applying for accreditation submit a Community Needs Response Plan that addresses how the library will serve those needs.

The plan must be up-to-date and include the following 7 elements:

1. The library's mission statement.
2. A community profile.
3. An assessment of community needs. (A library's first responsibility is to address the needs of its community.)
4. An analysis of library strengths and weaknesses; and, an analysis of opportunities and threats outside the library.
5. An analysis of what all this means and where the library can contribute to community progress, based on the previous 3 steps.
6. Specific goals with measurable objectives or action plans that provide details including timelines, assignment of responsibility, etc.
7. A plan for evaluation of accomplishment, and a summary of evaluation of previous accomplishments.

# Community Needs Response Planning Process in 12 Steps

1. **Establish Planning Team and set Meeting/Work Schedule.** [Worksheet 1: Plan to Plan, and How To Guide: The Planning Team]
2. **Complete Community Profile using *American Fact Finder* and other sources.**
3. **Gather information from the community – focus groups, interviews, surveys, observation.** [Worksheet 3: Community Needs, page 1]
4. **Record community needs on frequency list.** [Worksheet 3: Community Needs, page 2]
5. **Determine Strengths and Weaknesses of the library.** [Worksheet 4: Take Stock]
6. **Determine Opportunities and Threats outside the library.** [Worksheet 4: Take Stock]
7. **Determine which community needs the library chooses to respond to.**
8. **Write goals and measurable objectives for the library under each community need it will address.** [Worksheet 5: Goals, and How To Guide: Develop Goals and Objectives]
9. **Determine how the library will follow through on these goals and measurable objectives.**
10. **Complete the summary sheet for the library's Community Needs Response Plan.** [Community Needs Response Plan Summary]
11. **Evaluate how well the library did in meeting the goals, using the measures set out in the objectives.** [Worksheet 6: Evaluation]
12. **Revisit the library's Community Needs Response Plan and revise as needed.**



# Planning for Nebraska Public Libraries

WORKSHEET 1: PLAN TO PLAN



	Planning Steps	Team Members	Start Date	Target Finish Date	Finish Date	Review Date
[Date Range]						
[Date Range]						
[Date Range]						
[Date Range]						





# Planning for Nebraska Public Libraries

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HOW TO GUIDE: THE PLANNING TEAM

## Form a Planning Team

- Composition
  - Library staff
  - Library board member
  - Community stakeholders
- Stakeholder
  - A person or group that has an investment, share, or interest in something.
- Size
  - Large enough for diversity
  - Small enough to work effectively
  - Generally 5 – 12 people
- Teamwork
  - Cooperative and coordinated effort on the part of a group acting together in the interest of a common cause
- Consensus Building
  - A process by which group members seek a mutually acceptable resolution.
  - **Note:** *Consensus does not mean that everyone agrees that the solution is the best of all possible answers.*
  - A group has reached consensus when everyone can and will support the decision.



**Community Facts** - Find popular facts (population, income, etc.) and frequently requested data about your community.



Enter a state, county, city, town, or zip code:

[GO](#)

Population

Age

Business and Industry

Education

Governments

Housing

Income

Origins and Language

Poverty

Race and Hispanic Origin

Veterans

Show All

## United States

Population

Census 2010 Total Population



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**308,745,538**

Source: 2010 Demographic Profile

### Popular tables for this geography:

#### 2010 Census

- [General Population and Housing Characteristics \(Population, Age, Sex, Race, Households and Housing, ...\)](#)
- [Race and Hispanic or Latino Origin](#)
- [Hispanic or Latino by Type \(Mexican, Puerto Rican, ...\)](#)
- [Households and Families \(Relationships, Children, Household Size, ...\)](#)
- [Compare States for Population, Housing, Area, and Density](#)
- [Compare Cities and Towns for Population, Housing, Area, and Density](#)

#### 2017 American Community Survey

- [Demographic and Housing Estimates \(Age, Sex, Race, Households and Housing, ...\)](#)

#### 2018 Population Estimates Program

- [Annual Population Estimates](#)

#### Census 2000

- [General Demographic Characteristics \(Population, Age, Sex, Race, Households and Housing, ...\)](#)
- [Compare States for Population, Housing, Area, and Density](#)
- [Compare Large Cities and Towns for Population, Housing, Area, and Density](#)

- [Want more? Need help? Use Guided Search or visit Census.gov's Quick Facts.](#)

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# Planning for Nebraska Public Libraries

## WORKSHEET 2: COMMUNITY PROFILE

### Population

Total population (# 1.12 from the 2016-2017 Nebraska Public Libraries Survey)	<b>1,399,314</b>
Population of legal service area (# 1.13)	<b>1,574,606</b>

For the following:

If the library service area includes the entire county, use county figures.

If the library service area includes only the municipality, or the municipality and a small area outside the municipality, use city figures.

from the American FactFinder ACS 5-Year Estimates, Age and Sex – S0101	Number	% of Total Pop.
2016 ACS Estimates - Nebraska	1,881,259	100%
Age Under 5 years		6.9%
Age 5 - 9		7.1%
Age 10 - 14		6.9%
Age 15 - 19		6.8%
Age 20 - 24		7.3%
Age 25 - 34		13.4%
Age 35 - 44		12.0%
Age 45 - 54		12.7%
Age 55 - 59		6.6%
Age 60 - 64		5.9%
Age 65 - 74		7.8%
Age 75 - 84		4.5%
Age 85 and older		2.2%

### Education

Population 3 years and over enrolled in school (From the American FactFinder table that includes: School Enrollment, S1401)		
2016 ACS 5-Year Estimates		
Population 3 years and older, enrolled in school	508,455	
Nursery school, preschool	33,111	
Kindergarten	26,471	
Elementary (grades 1-8)	206,087	
High school (grades 9-12)	101,656	
College and graduate school	141,130	
Educational Attainment, Pop. 25 years + (S1501)		
Less than 9th grade		4.1%
9th to 12th grade, no diploma		5.2%

High school graduate (includes equivalency)		27.0%
Some college, no degree		23.6%
Associate's degree		10.1%
Bachelor's degree		20.1%
Graduate or professional degree		9.9%
Percent high school graduate or higher		90.7%
Percent bachelor's degree or higher		30.0%

List the schools in your community	approximate enrollments:
high schools	
jr. highs or middle schools	
elementary schools	

Describe the library/media facilities in the listed schools - are they adequate?	
List higher education institutions available (include extension services, distance education, etc.)	
What library services that they need are available to them?	

## Language

2016 ACS 5-Year Estimates (S1601)		
Language Spoken at Home (Pop. 5 years +)		
English only		89.0%
Language other than English		11.0%
Spanish		7.4%
Other languages		3.7%

## Work Life

From the American FactFinder table Comparative Economic Statistics (CP03)		
2016 ACS 5-Year Estimates		
Own children under 6 years	152,456	
All parents in family in labor force (% of above)		72.2%
Own children 6 to 17 years	295,329	
All parents in family in labor force (% of above)		78.8%

Mean travel time to work (minutes)	18.3
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### Household/Family Economics

Free and Reduced Lunch Counts by School (available at: <a href="https://www.education.ne.gov/dataservices/data-reports/">https://www.education.ne.gov/dataservices/data-reports/</a> or this number may already be in your Technology Plan)	
2016 ACS 5-Year Estimates (S1901 and CP03)	
Average (mean) household income?	\$71,166
Median household income?	\$54,384
Unemployment rate?	4.2%
Percentage below poverty line?	8.4% (families) – 12.4% (all people)

### Economic Characteristics

From the Economic Census, County Business Patterns (2016) (CB1500A11)	# establishments	# employees
Geography Area Series: County Business Patterns (Nebraska) – 2016		
Manufacturing	1,772	91,984
Wholesale trade	3,205	42,001
Retail trade	7,253	112,718
Information	915	19,203
Real estate and rental and leasing	2,248	11,284
Professional, scientific, and technical services	4,683	40,375
Administrative & support and waste management & remediation svcs	2,709	125,407
Educational services	599	18,990
Health care and social assistance	5,679	129,977
Arts, entertainment, and recreation	907	14,252
Accommodation and food services	4,493	77,384
Other services (except public administration)	5,830	36,181
Agriculture, forestry, fishing and hunting	196	1,236
Mining, quarrying, and oil and gas extraction	122	1,188
Utilities	120	937
Construction	6,357	45,909
Transportation and warehousing	2,415	30,505
Finance and Insurance	4,334	63,100
Management of companies and enterprises	374	21,719
Industries not classified	94	100
Total for all sectors	54,265	884,450

Who are the major employers?
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### Cultural Characteristics of Your Community

Describe the cultural and recreational activities that are popular in your community.
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List the cultural and recreational facilities available (facilities include parks, pools, gyms, theatres, etc.	List the cultural and recreational organizations that are active groups including clubs:
List civic groups are active in your service area	What are their goals and interests and what services do they provide for residents?
What are your community's means for public communication - newspaper, radio, social media such as Facebook, etc.?	



## Planning for Nebraska Public Libraries

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### WORKSHEET 3: COMMUNITY NEEDS

#### Methods used to gather information on community needs

Dates	
Community meetings	
1.Focus group facilitator: members:	
2.Focus group facilitator: members:	
1. Key informant interview: interviewer: subject:	
2. Key informant interview: interviewer: subject:	
Surveys: (attach a copy of survey questions with a compilation of answers)	
Walking around (observation) observer:	

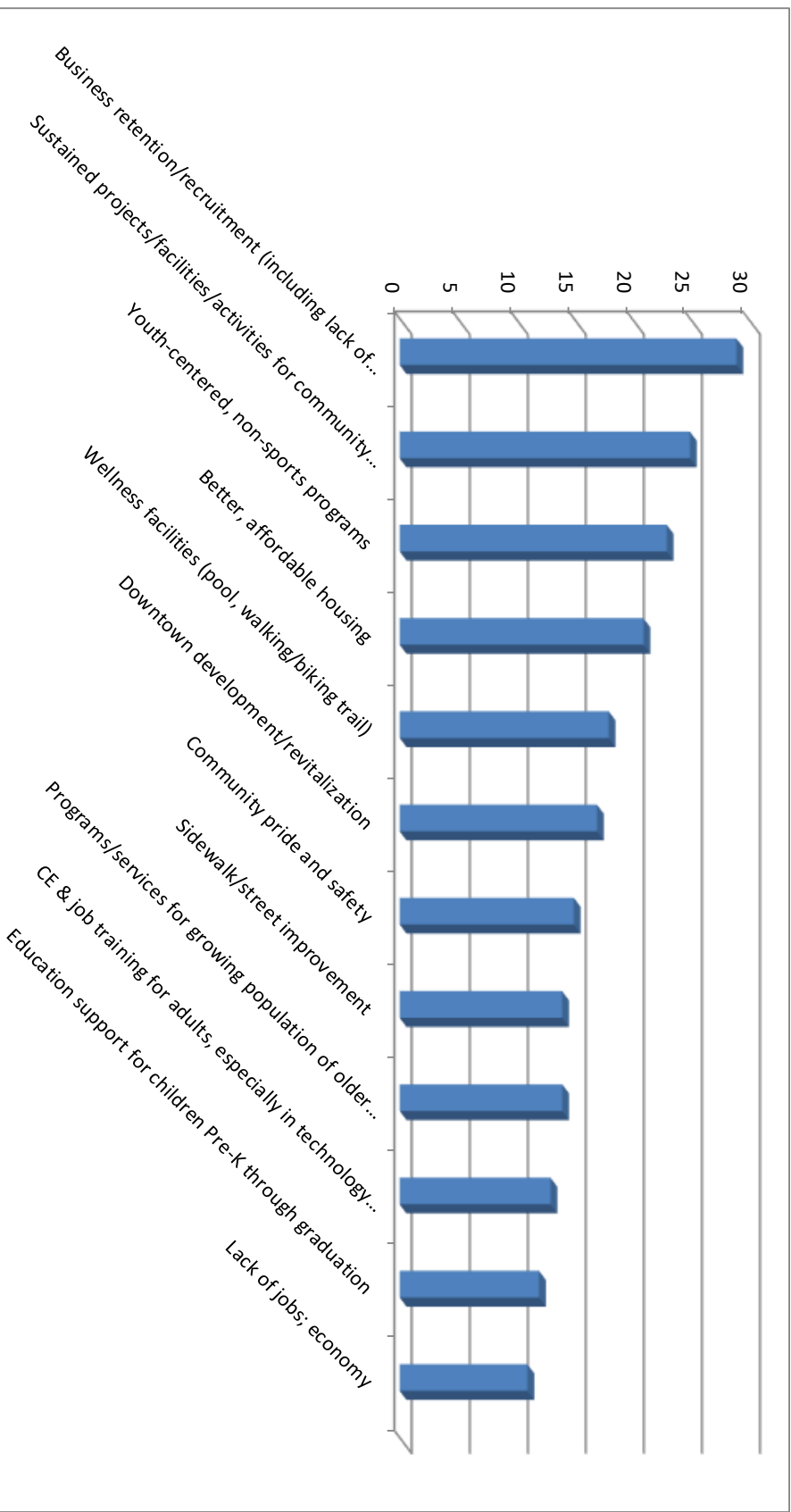
Record needs mentioned by community members. Do not worry, at first, whether these needs are practical or even possible, library-related, or desirable. Simple record all expressed needs or wants. As you record, some items will be mentioned often. Record tally marks. You may prefer to do this on note cards, or in a spreadsheet.

Then order the list by frequency of mention. Pare down the list to the 10 - 15 most often mentioned items and record those here in frequency order:

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

**Potential questions to use with community for focus groups, key informant interviews, surveys, etc.**

- 1. How satisfied are you with living in [XYZ community]? [from “very satisfied” to “very dissatisfied,” and including “no opinion”]**
- 2. What do you like most about living in [XYZ community]?**
- 3. What do you like least about living in [XYZ community]?**
- 4. How would you categorize the quality of life in [XYZ community]?**
- 5. Over the last 5 years, do you believe [community XYZ’s] quality of life has improved?**
- 6. Would you recommend [XYZ community] to your family or friends as a good place to live? [Yes; No]**
  - a. If “Yes,” what would be the one major reason?**
  - b. If “No,” what would be the one major reason?**
- 7. What would you say is the most critical issue facing [XYZ community] today?**
- 8. What evening(s) during the week would be the most convenient for you to attend public meetings to gather input for [XYZ public library’s] Community Needs Response Plan?**
- 9. What form of communication do you prefer to be notified of public meetings? (Circle all that apply.): Mail; Newspaper; Library Website; E-mail; Facebook; Signs**



Strategic plans examined for the following communities:

Ainsworth	Broken Bow	Fairmont	Kimball	O'Neill	Wilber
Alliance	Central City	Friend	LaVista	Ord	Wymore
Auburn	Clarkson	Genoa	Lexington	Papillion	York
Bassett	Clay Center	Gibbon	Loup City	Pilger	Yutan
Beatrice	Creighton	Gordon	Lyman	Plattsmouth	
Beaver City	Crete	Gothenburg	Madison	Scottsbluff	
Beemer	Culbertson	Grand Island	Minden	Seward	
Bellevue	DeWitt	Hartington	Morrill	Shelby	
Bennington	Emerson	Hildreth	Newman Grove	South Sioux City	
Blue Hill	Exeter	Holdrege	Norfolk	Stromsburg	
Broadwater	Fairbury	Hyannis	Oakland	Weeping Water	

Business retention/recruitment (including lack of retail, restaurant)	29
Sustained projects/facilities/activities for community activity	25
Youth-centered, non-sports programs	23
Better, affordable housing	21
Wellness facilities (pool, walking/biking trail)	18
Downtown development/revitalization	17
Community pride and safety	15
Sidewalk/street improvement	14
Programs/services for growing population of older residents	14
CE & job training for adults, especially in technology areas	13
Education support for children Pre-K through graduation	12
Lack of jobs; economy	11
Pre-school, early education for children and parents	9
Recruit & retain young families	7
New/remodeled library	6
Ballfields and parks	6
Lack of friendliness/welcoming to newcomers	5
Community center	5
Poverty and hunger	5
Address needs of minorities (new citizens)	5
Meeting space facility for small businesses/groups	5
Water system/well	5
Lack of communication (in the community)	5
Lack of trust in leaders	4
Unskilled workforce	4
Daycare for children	4
Safety -- home; online; community	4
Retain current school	4
Faster, more reliable Internet	3
Health care costs; info. on new health care law	3
Financial literacy	3
Tourism	3
Community leadership lacks broad representation	2
Bowling alley	2
High taxes and utilities	2
Low-income assistance	2
Declining population	2
Hospital	1
Address rising cost of living	1
Bad cell phone service	1
Transportation needs	1
Mental health care	1
Preserve local history	1
Address needs of disabled residents	1
Loose pets	1
Lifelong learning	1
Addressing rapid growth	1
Philanthropic support	1
Retain post office	1



## Planning for Nebraska Public Libraries

### WORKSHEET 4: TAKE STOCK

On this worksheet you will assess the internal strengths and weaknesses of the library itself and the external opportunities and threats it faces. *Enter your assessments in the boxes, using as much room as you need to.*

#### Internal Environment

	Strengths	Weaknesses
Human Resources (Director, Staff, Volunteers)		
Facilities (Building Size, Overall condition, Organization of space, ADA Compliance, Mechanical systems, Hours, Location, Parking)		
Technology		
Funding (Municipal, County, State, Grants, Gifts, Other)		
Collection (Categorize by subject and/or type of material)		
Services Offered (List)		
Programs & Outreach (List)		
Operations		
Governance		
Other		

#### External Environment

	Opportunities	Threats
Economy		
Technology		
Social Climate		
Community Relations		
Other		



# Planning for Nebraska Public Libraries

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## HOW-TO GUIDE: MISSION STATEMENT

A mission statement captures the essential aims of the library. It tells

- What do we do?
- How do we do it?
- Whom do we do it for?
- What value are we bringing?

Why have a mission statement?

It focuses energy,  
it clarifies purpose, and  
it motivates board members, staff, and volunteers.

A mission statement should be

- Concise—even pithy
- Community oriented
- Active
- Stated in broad, but not over-general terms
- Obvious

Some examples:

The mission of The New York Public Library is to inspire lifelong learning, advance knowledge, and strengthen our communities.

<http://www.nypl.org/help/about-nypl/mission>

The mission of the Oakland Public Library is to provide quality materials and services which fulfill the educational, informational, cultural and recreational needs of the entire community in an atmosphere that is welcoming, respectful and professional.

<http://oakland-library.blogspot.com/p/mission-statement.html>

The Culbertson Public Library is the learning center of our community and the place people turn to for the discovery of ideas, the joy of reading and the power of information. Community needs drive our services and we take a personal interest in ensuring that they are delivered in a welcoming, convenient and responsive manner.

<http://libraries.ne.gov/culbertson/mission-statement/>

The Helen and Hollis Baright Public Library strives to inform, enrich and empower the Ralston community and surrounding area residents by providing current educational, informational, and recreational library services and materials in an accessible and efficient manner that promotes lifelong learning.

<http://ralstonlibrary.org/services/>



# Planning for Nebraska Public Libraries

Community need #1

Community need #2

Community need #3

Goal

Goal

Goal

Objective

Objective

Objective

Objective

Objective

Objective

Goal

Goal

Objective

Objective

Objective

Objective

# HOW TO WRITE SMART GOALS

## What is a SMART Goal?

*A SMART goal is a goal that is specific, measurable, attainable, relevant and time-framed.*

<b>Specific</b>	A SMART goal describes an observable action or behaviour, using action verbs. It answers the question, "What has to be done?"
<b>Measurable</b>	It defines the end result in qualitative or quantitative terms. For example: quantities, frequencies, error rates, etc.
<b>Attainable</b>	Employees can be expected to achieve their SMART goals provided they have the required skills and resources.
<b>Relevant</b>	A SMART goal is relevant to the individual's responsibilities, department goals and University strategic goals.
<b>Time-framed</b>	SMART goals have specific target dates, frequencies and deadlines.



## Smart Goals Answer Specific Questions:

### 1. What action do I need to take?

*What is the specific action to be taken in order to achieve the SMART goal?*

### 2. To what extent is the action to be taken?

*How often? How much? When? With whom?*

### 3. For what results?

*What impact will achieving the SMART goal have in relation to your department's objectives and the University's long-range planning goals?*

# SMART GOAL ASSESSMENT TOOL

*Instructions: Use the following list of questions to determine if the SMART performance goals you have developed are **specific, measurable, attainable, relevant, and time-framed**.*

## **SPECIFIC**

**What makes this particular goal specific?**

- ☐ Clearly stated
- ☐ Describing a function to be performed
- ☐ Uses action verbs to describe what has to be done

## **MEASURABLE**

**How is this goal measurable?**

- ☐ It is quantifiable
- ☐ Limits and parameters are defined
- ☐ Results are observable

## **ATTAINABLE**

**How is the goal within reach?**

- ☐ There is the required degree of experience
- ☐ The necessary skills and knowledge are present
- ☐ The resources to carry the work out are available

## **RELEVANT**

**How do you know this goal is relevant to the work to be done?**

- ☐ It has a clear link to University and department goals
- ☐ It is clearly linked to your key job tasks
- ☐ It will help you achieve development objectives/career plans

## **TIMEFRAME**

**What timeframes have been set for the completion of this goal?**

- ☐ It has a clearly defined completion date
- ☐ There is a clearly defined duration to the goal
- ☐ The frequency with which work must be performed is clearly defined



## Planning for Nebraska Public Libraries

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### WORKSHEET 6: EVALUATION

1. Who will be on the evaluation team?
  
  
  
  
  
  
  
  
  
  
2. What is the purpose of the evaluation?
  
  
  
  
  
  
  
  
  
  
3. How will you use the evaluation?
  
  
  
  
  
  
  
  
  
  
4. How often will you evaluate your plan?